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SCHOOL SOCIAL WORK IN WISCONSIN, A DESCRIPTION OF SCHOOL SOCIAL WORK, GUIDELINES FOR A SCHOOL SOCIAL WORK PROGRAM. SOCIAL WORK IN OUR SCHOOLS.

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THIS ARTICLE DISCUSSES SCHOOL SOCIAL WORK DEVELOPMENT, PRACTICE, AND BASIC PRINCIPLES, THE ORGANIZATION OF SCHOOL SOCIAL WORK PROGRAMS IS DISCUSSED IN TERMS OF--(1) THE DEVELOPMENT OF NEW SCHOOL SOCIAL WORK PROGRAMS, (2) ADMINISTRATIVE ASPECTS, AND (3) EXISTING SCHOOL PROGRAMS. REFERRAL POLICIES AND PROCEDURES ARE COVERED. THE MANY ROLES OF THE SCHOOL SOCIAL WORKER INCLUDE CASEWORK, GROUP WORK, COLLABORATION, PREVENTION, AND CONSULTATION SERVICES. ADMINISTRATIVE, SUPERVISORY, AND CONSULTATIVE PRACTICES AND PROCEDURES ARE DISCUSSED. PERSONNEL STANDARDS, INCLUDING QUALIFICATIONS AND POLICIES, ARE OUTLINED. STATE SUPPORTED GUIDELINES, CERTIFICATION STANDARDS, WISCONSIN STATUTES DEALING WITH STATE SUPPORTED PROGRAMS, FORMS REQUIRED IN WISCONSIN, AND SUGGESTED REFERRAL AND FACE SHEET FORMS ARE APPENDED. (IM)

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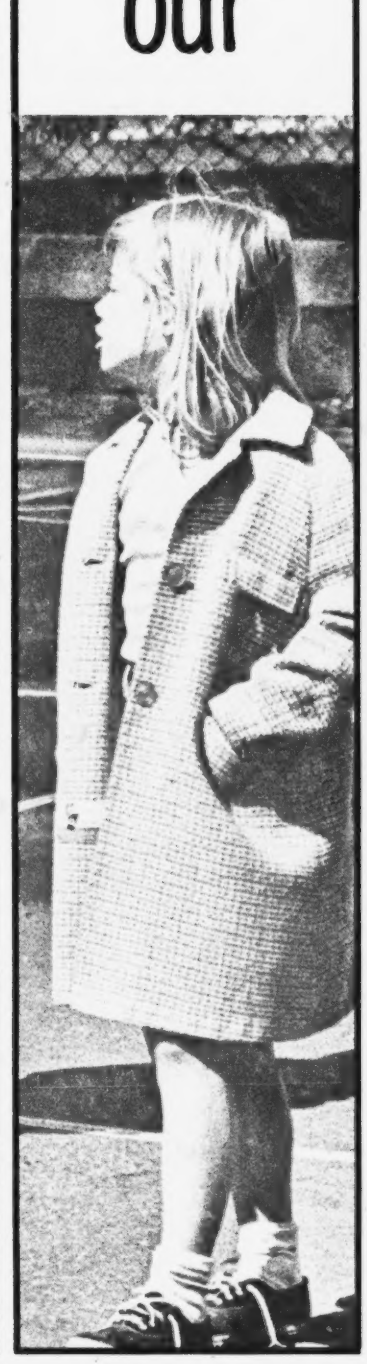
social work in our schools



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wisconsin department of public instruction william c. kahl, state superintendent

School Social Work in Wisconsin

A Description of School Social Work –
Guidelines for a School Social Work Program

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FOREWORD

For a number of years, some Wisconsin school districts have employed school social workers to assist children in making the maximum use of the resources and benefits provided by the educational program. The Economic Opportunity Act of 1964 and the Elementary Education Act of 1965, both of which provide funds for social work services, have helped to increase the number of such school services throughout the state.

In 1965, the Wisconsin State Legislature passed Bill 431-A which provides 70 percent state reimbursement to local school districts for the salaries of senior school social workers employed by them. This act coupled with the federal legislation has stimulated districts to develop school social work services and has led to a rapid expansion in the number of schools either employing or seeking to employ qualified school social workers.

This marked growth of school social services has resulted in an increasing number of requests from school administrators and others for assistance in developing effective programs. We hope that this pamphlet, prepared by a number of Wisconsin school social workers, will in part provide assistance in sound program development.

William C. Kahl
State Superintendent

INTRODUCTION

The rapid expansion of school social work services in Wisconsin led to the urgent need for a publication on school social work practice. This Department received a grant from the U.S. Office of Education under Title V of the Elementary and Secondary Education Act to bring together a number of Wisconsin school social workers to develop this publication. The pamphlet contains a broad description of school social work practice and a discussion of basic principles and should offer guidelines as school districts develop manual material related to their own particular needs and situations. It is not feasible in a publication which serves an entire state to discuss specific referral and other procedures and policies between the school and community agencies and services.

The State Department of Public Instruction greatly appreciates the assistance of the following individuals in preparing and reviewing this pamphlet.

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I. SOCIAL WORK IN THE SCHOOLS

The primary principles of modern education in a democracy are directly parallel to those of social work; the commitment to full educational and social opportunity for every child holds for both disciplines. Social workers began to demonstrate their value in the public schools of this country when compulsory school attendance became a national pattern. This pattern brought about a shift from the teaching of subject matter and requiring the pupil to fit into the mold of the school to an emphasis on the needs of the individual child. With this change in emphasis the teacher, at the heart of the educational process, found that adaptation of educational programs to be the actual need of the growing child requires specialized knowledge and skills made available through an interprofessional approach which includes the school social worker. Through his professional education and experience, the social worker is attuned to recognize and interpret unmet individual and societal needs. Further, he utilizes professional methods which bring to bear appropriate programs, policies, and knowledge which enable fulfillment of educational goals. The social worker in the public school is exceptionally well suited to assist the individual child to make optimal use of existing educational programs and to cooperatively influence the development of heightened opportunities for educational and social growth. As professional individuals, social workers adhere to a code of ethical conduct which is binding on members of the professional social work organization, and should be binding upon every person practicing social work in the schools. (See Appendix D.) Inherent in this social work ethical code is a commitment to enable the participation of all individuals in social and economic institutions and to modify those institutions which limit the fullest attainment of educational and social opportunity for all.

II. THE DEVELOPMENT OF SCHOOL SOCIAL WORK

A. National Historical Developments in School Social Work

The first school social work programs were developed on the east coast in 1906-07. These early programs were financed as demonstrations of the value of cooperative work between the school and the home. The first title for school personnel working in the role of school social workers was that of "visiting teacher." The demonstrations were adjudged successful and school systems began employing personnel as "visiting teachers" with regular school funds.

Many programs of school social work were introduced into school systems throughout the nation from the period of 1920-40. Two major objectives for the program were frequently stated:

1. to modify home conditions which made it difficult for the student to be an apt learner and attend school regularly;
2. to prevent patterns of juvenile delinquency from developing into more severe problems.

Shortly after World War II a rapid development in school social work occurred. Representatives of education and social work began to formulate statements of school social work function and practice and set forth desirable qualifications for this position. One of the results of this concern for role definition was the publication of "Responsibilities for State Departments of Education for Pupil Personnel Services" by the Council of Chief School Officers in 1960.

B. Wisconsin Historical Developments in School Social Work

Leadership in the development of social services to meet human need has been a characteristic of the State of Wisconsin. The state pioneered in areas such as workmen's compensation, employment services, child welfare programs, and public welfare services. These types of concerns and activities within the state led to the recognition of the needs for and the provision for school social services. A number of demonstration projects, financed by mental health and Children's Bureau Funds, were started throughout the State. Local school administrators endorsed these programs as a means of linking the social service resources in the community with the schools' concerns for children and youth. In a recent five-year period, the number of school social work positions in schools has tripled and projected figures are equally dramatic as school districts throughout the state move to implement or plan the development of school social work programs.

One of the factors which has stimulated the accelerated development of school social work is federal legislation. The Economic Opportunity Act focused attention upon children of the "poor" who needed special attention in order that their progress toward acceptable aspirations could be sustained and assisted. A number of Wisconsin schools used funds, available under this act to provide school social services.

The Elementary and Secondary Education Act of 1965 provided funds for school social service projects in Wisconsin to augment programs which gave attention to the emotional and social adjustment of children and the prevention of delinquency.

In 1965 the citizens of the State, through the action of a progressive legislature, expressed a resounding commitment to school social work as a vital educational service with the enactment of Assembly Bill 431-A, which provided for state reimbursement of 70% of the salaries for senior school social workers. Throughout the State, programs were developed as this legislation provided assistance to local school districts.

C. State Leadership

The extensive interest in school social work expressed by many school districts as well as the commitment expressed by the action of the legislature stimulated the creation of the position of State Consultant for School Social Work in the State Department of Public Instruction in 1966. The Department thus assumed its leadership role by making funds and professional consultation available to local school districts.

III. ORGANIZATION OF THE SCHOOL SOCIAL WORK PROGRAM

A program of social work services must necessarily fit into the existing administrative structure. The social work policies must be developed in relation to the directors of the boards of education and the district administrator.

A. Development of New School Social Work Programs

The establishment of an initial social work program in a school district, large or small, should incorporate three basic factors; community-school readiness, planning, and implementation.

1. Community-School Readiness

Readiness for a school social work program should be determined by a careful study of the community and its educational needs. Both citizen and educational groups should be involved in this study phase. It is necessary to understand why the school and community want a school social work program in order that the new program can be related to the "expressed needs" of these interested groups.

2. Planning

Planning of the program should be carried on with a variety of groups. Initially, there should be discussion around the need for social work service, the services to be provided and the procedures under which this program should operate within the total school program. Included in the planning discussion should be the members of the board of education, the district administrator, and his administrative staff, the school social worker and the faculties of all the schools to be served.

To plan for well integrated service, discussion should also be held with other non-instructional professionals such as guidance and counseling personnel, school psychologists, reading specialists, speech therapists, school nurses, and school physicians. To enhance and encourage efficiency and to provide

for on going communication, a representative steering committee from all these groups should be formed. The organizational structure of the school district must be clearly understood so that the implementation of a social work service can complement the existing program of the instructional and non-instructional services. Of primary importance to planning is the understanding of overall school policy as it relates to the functioning of a good school social work program. This is a basic step in relating the new service to those already established. It is crucial to understand the concept of social work services held by the teacher and principal so that any reinterpretation of planned activities take place before implementation of a program is begun.

3. Implementation

Implementation of the school social work service can come about only after the readiness and planning stages have been completed and clarification of all planned areas of service has taken place. At the time of the inception it should be made very clear that the establishment and continuation of such a program is the shared responsibility of the community, all school personnel, and the social work department.

Another important element in the implementation of a new school social work program is the consideration of the inter-professional approach which characterizes the social work helping process. This approach should include all the special services provided within the school setting as well as the services provided

through local and state social and educational agencies. These agencies might include the city and county health departments, county welfare departments, State Department of Health and Social Services, the community mental health clinic, the juvenile court, and other public and voluntary agency resources that are available in the communities. Integration with the total school and community agencies is essential to a solid social work program in the public schools. Additional services are readily integrated in the social work program as the need develops and is recognized.

B. Administrative Aspects of the School Social Work Program

1. Physical Space and Equipment

Essential to the effective functioning of the school social worker is the provision of adequate office space and equipment. The school social worker should have a base office, in addition to office space in each school served, which is readily accessible to students and families as well as to school personnel. The office should afford privacy, sufficient space, proper ventilation and lighting. Furnishings in a base office and in the individual school offices should include standard office equipment such as: desk, chairs, telephone, separate lock-file cabinet, dictation equipment, storage facilities, chairs scaled for elementary students, and therapeutic play equipment. The school district should develop and maintain a social work library including professional periodicals and literature.

2. Secretarial Assistance

School social workers should have available to them adequate secretarial help on a regular basis. There should be a clear description of the secretary's duties and responsibilities to the social worker. Secretarial help is needed to prepare case records, reports, correspondence and to perform other responsibilities. The secretarial service must be impressed with the confidentiality of social work records. It is imperative that no student help be used for clerical assistance.

3. Workload

Organization and determination of work priorities are crucial factors in the management and implementation of school social work functions. A school social worker adheres to a regular schedule of activities which is known to school personnel, students, and parents. Generally, this includes a minimum of one-half day weekly for preparation of materials and reports. Time should be allocated for the school social worker to continue his professional growth through activities such as regularly scheduled supervisory conferences, professional enrichment programs, attendance and participation in professional meetings and workshops as well as to study pertinent literature. The interdisciplinary approach, which demands communication and collaboration between the disciplines, also requires considerable expenditure of time. Travel which is a part of the school social worker's regular activities is time consuming and should be taken into account in workload considerations.

4. Coverage

Nationally, the recommended ratio of School Social Workers to student population is one to 1500 students. The determination of the ratio of school social workers to pupils will depend, however, upon factors particular to the local school district and the community. There must be ample consideration of characteristic variables such as school population, nature and size of the geographical area, extent to which school social work services are to be utilized and the number of school buildings to be served. The degree to which allied helping professions are present in the school and community has a direct bearing on the assignment. For example, referral and joint efforts are possible with personnel such as guidance counselors, remedial and psychological specialists or mental health and welfare representatives. The school social worker's functioning and efficiency are heightened when other professional specialists are available.

Children with problems come from all social, racial and cultural groups, and service should be extended to all. If the area and number of students to be served is larger than can be managed, students in elementary schools should receive priority. The earlier the location and the referral of children with problems is undertaken, the better are the chances for the optimal use of public education.

5. Assignments

The caseload is based on the number of referrals which are accepted for social work attention. The number of cases accepted must be kept within the limits of the worker's ability to provide effective service. Factors which affect management of the caseload are: frequency of contact and duration of service, problem complexity, readiness of the family and child to accept service, and the availability of community and school resources to aid in the work with the family and child. In addition to offering direct service to students and their families, the social worker carries many other administratively sanctioned roles. These roles range from curriculum consultation and participation in the development of new and revised programs to acting in a liaison relationship between the school and community.

6. Recording

Case records are a basic social work tool, and are essential to the social work process. Additionally, they form a primary supervisory guide and are a means to worker accountability. Further, records serve as a base for teaching and research purposes. Beyond verbal discussion, written communication between worker and school personnel is essential. The form and style of recording employed is tailored to the characteristics of the school system or district, but basically includes referral information including a clear statement of current problems, a psycho-social diagnostic and treatment statement, and periodic summaries of activities and progress.

The privileged quality of the relationship is a premise basic to the school social worker's approach to recording. School social workers may maintain notations and records in order to effectively work with students and families, but the material recorded in this way is predicated on the individual's right to privacy and confidentiality. Information documented and clearly pertinent to official school records of the child may be noted on records supplied by the school. The school social worker will communicate and interpret appropriate information to those persons who are professionally involved with a student. Effective means of preserving privacy must be assured. Care must be exercised in the selection of information released even if consent has been obtained. It is important to use clear and commonly understood language and to avoid technical language in oral or written reports.

Records for use by social workers should be kept in a locked file available only to authorized professional personnel. Official school records become available in accordance with usual school policies on school records. If a student, who has received service, transfers to another school within the district and thereby will receive service from a different worker, arrangements should be made by the original worker for a case conference and transfer of records. If the student leaves the district, a summary of the content of social work records may be supplied to the school social worker of the new district if a request is received and parents have signed

a form consenting to the release of the information. Social work records may be destroyed in accordance with usual school district policy when the individual is no longer a student in the schools.

C. Existing School Social Work Programs

Introduction of new concepts, knowledge, and social work approaches within the existing programs become necessary as staff and services expand. The professional social worker has the responsibility to himself, his profession and his school district to constantly keep abreast of new developments within the field in order to up-date services in the school social work program. Educators and social workers, in each district, should annually evaluate the program in order to clarify, re-define and reorganize as indicated. Such evaluations may result in the necessary expansion of existing services as well as the introduction of new approaches and methods.

1. Inter-related Group Responsibilities

Within the school community there exist several groups whose responsibilities must integrate to achieve the optimal educational growth of the child. The social worker, while a member of a separate profession, must relate and work jointly with other groups.

2. Relationship to Board of Education

Social work services function under the formal sanction of the school district's board of education. The school board delegates to the district administrator the authorization to administer a

social work service. The board's support of a social work program within its school district in part fulfills their primary obligation to the community for providing the best possible educational opportunities for all children. The social worker's responsibility to the board includes periodically informing them of the progress and special needs of the program at the direction of the district administrator.

3. District Administrator-Social Work Relationship

The school district superintendent, as the chief educational officer in a school district is responsible to the school board and community for the total school program. His maintenance of open channels of communication both vertically and horizontally are essential to enable ongoing direction, administrative consultation and support of the social work program. If any of these responsibilities are delegated to a subordinate administrative official, that official should carry equal administrative responsibility for all similar pupil personnel specialists.

The social worker maintains his responsibility to the district administrator by integrating the social work program with the total school plan. He must respect the educational philosophy of the school district, and function within the school's policies, practices, and regulations as directed by the administrator.

4. Principal-Social Worker Relationship

The success or failure of school social work service within an individual school building is tied closely to the relationship between the individual social worker and the principal. The

principal is recognized as the responsible administrative officer of his school building and, as such, is singularly located to communicate to his faculty his sanction of the activities of the social worker. Each social worker and principal should develop a relationship which is most effective for them and this relationship must be based on a mutual recognition of their rights and responsibilities as determined by the district administrator and the board of education.

5. Teacher-Social Worker Relationship

The teacher has the day-to-day responsibility for attention to the child's participation in the school program. When something happens in a child's life that makes it difficult or impossible for him to profit from teaching, the classroom teacher should be the first to recognize the symptons of this maladjustment. It is at this point that he should request the help made available through a school social service program. The teacher retains responsibility for instruction and classroom management, yet recognizes the unique contributions of the school social worker.

After the referral the social worker may work with the child and keep the teacher informed of his activities, or may act as a consultant to the teacher about an individual child or group of children. Both are mutually responsible for maintaining open communication focused on their shared interest in the educational and social development of the child. Their concern for the child

is mutual, but there are separate and special responsibilities for each which form the basis of the relationship between the teacher and the school social worker.

6. Relationship with Other Non-Instructional Personnel

The team concept has gained widespread recognition and acceptance as an approach to reaching and offering "total" service to the child. Through the team approach, the social worker, psychologist, nurse, guidance counselor, and other specialists can offer a comprehensive rather than a duplicated service. The team concept utilizes the individual and collective professional capabilities of several disciplines. However, the roles and responsibilities of each must be clearly stated. A unified service results when the contributions of each non-instructional specialist group is understood and respected. Professional courtesy and understanding of the service of each becomes the basis for sound team member relationship.

7. Relationship to State Consultant for School Social Work

Consultation regarding review of existing programs and the development of new programs is provided by the Department of Public Instruction through the State Consultant for School Social Work. The Consultant can also provide assistance in recruitment techniques and in the interpretation of certification standards. He is available to help promote effective relationships between community-based social service programs and school social service programs. He is an excellent resource for participation in staff-development programs. He is primarily responsible for the

state support program and all administration related to its function in the State of Wisconsin. The required annual report is pertinent to this assignment. (See Appendixes A and B.)

8. Relationship With Community Groups

Within each community there are many groups who have an interest in children and youth. The service projects of fraternal and civic clubs can be used as an example of such community interest. The school social worker has knowledge of both the interests of the school and the organization and interests of the community. Therefore, the school social worker might be suited to carry out some of the public relations tasks of the school.

IV. REFERRALS TO SCHOOL SOCIAL WORKERS

If a statement about the function of school social work was limited to a single comment, this statement would be "helping a troubled school child make the best use of his school opportunities." Obviously, the earlier trouble is spotted, the more quickly the process of helping can be initiated. Fortunately, research reports have identified many of the early symptoms exhibited by the "troubled" child. When school personnel involved in work with children recognize these symptoms as a plea for help, the early identification of children needing assistance can set the helping process in motion. These evidences for identification can be organized into five general areas:

1. An exceptionally good indicator of a child's level of school adjustment is his approach to the accepted task of childhood and adolescence--namely, learning. What is his attitude toward school?

When a student is interested in the problems presented in the classroom and attacks their solutions with self-confident initiative to the best of his ability there is little cause for concern. However, if he has developed a good set of techniques to avoid his school responsibilities, those interested in him will find it to the child's advantage to refer him to the school social worker for help in finding out why his achievement does not measure up to the expectations of his ability. Behavior patterns such as poor study habits, creating disturbances rather than learning, cheating, or failure to show up at school at all, require attention. Whatever the genesis of his lack of academic achievement, the child who does not measure up to his intellectual endowment should be considered for referral to the school social worker.

2. The quality of peer relationships is another area of human behavior requiring assessment. How do you assess his ability to accept friendship? Observers can quickly spot the quarrelsome bully who must dominate every situation if he is to avoid highly unusual behavior, but the subservient child who gives in to every demand made upon him by his peers should also be evaluated, for each lacks a quality that must be developed if he is to use his school opportunities to the best advantage.

3. The pattern of family relationships is another aspect of the child's life which bears attention. That a child who is loved by parents and siblings concerned about his interests and well-being has a far better chance to achieve in school is almost a trite observation.

Gross neglect exhibited by inadequate clothing, malnourishment, unsupervised free time, or physical abuse, usually leads to immediate referral. Children will go to all lengths, however, to protect their meaningful family relationships, and school personnel need to be sensitive to the unusual mood swings of a child. Marital conflict, sibling rivalry, parental rejection, parental over-indulgence, and alcoholism make their inroads on school adjustment for the unhappy victims of family problems.

4. A fourth consideration in evaluating the need for referral to the school social worker surrounds the student's feelings about authority and/or limits on his freedom. Can he accept limits imposed upon him from without? Are these limits internalized to the extent that he can control his actions without invoking the need for force? Time limits of the school day, state attendance laws, curricular assignments, property rights, and the cultural demands for sexual continence all limit action. If these demands can be met without resentment or a feeling of persecution, the child is well on the way to desirable mature self direction and control. However, if incompleted assignments are compounded by absence and tardiness, and if stealing, vandalism, lying, or promiscuity become an habitual behavioral pattern, the student needs help--and quickly.

5. A very subtle clue that a child is headed for trouble arises from the child's feelings about himself. Does the child feel he is adequate to cope with the demands made upon him? Does he really accept himself? Failure to do so takes many strange turns. The

timid, fearful, very dependent, and depressed child doubts his own adequacy. Dissatisfaction with himself may send him into the realm of fantasy where his daydreams conjure up a more acceptable state of affairs. Sometimes he fusses for an unattainable perfection. Occasionally he expresses his hostility toward an untenable situation. He may be so unable to tolerate the school situation or leave the comfort of the home that he is chronically absent. Tension may break out in stuttering, tics, hyperactivity, other nervous mannerisms, or unexplained illness; or the tension may be so suppressed that the child appears sluggish and lacking in physical energies even though no medical evidence can justify his lethargy.

In summary, any prolonged and significant deviation from the normal age expectations of behavior, performance, or attitude should raise a danger signal to the observer. If the observer does not understand the manifestation, this should be reason enough for referral to a school social worker. Likewise, any sudden severe personality change is a warning that referral is needed.

A. <u>Referral Policies and Procedures</u>

The previous review of the reasons for referral suggests some very key persons who observe the behavior of the child. His teacher and principal are essential to his well-being in school. Staff included in special services such as psychologists, counselors, or health personnel also occupy excellent observation posts. The child's parents should be encouraged to share their concerns about their child's school adjustment with school personnel. In the community

such groups as family counseling agencies, organizations providing recreational services, law enforcement agencies and the juvenile court constitute resources for referral. The child himself may seek help. The broader the base is of people who can observe and report child behavior requiring attention, the less danger there is that a child needing service will be overlooked.

A formal system for referral should be clearly specified. This must be a procedure worked out locally to fit the varying factors of administrative organization, staff size, and staff assignments. An official written referral form needs to be available to regulate referral to the school social worker. The form should include basic identifying information and a statement of the reasons for referral as well as the signature of the person who is making the referral and/or the appropriate school administrator. (See Appendix C for example.)

V. ROLES OF THE SCHOOL SOCIAL WORKER

When the child has been identified for service, the professional social worker selects an appropriate method of helping the student cope with his problems. Methods that may be used include individual casework with the child and/or his parents, group work, and collaboration with allied professions.

A. Direct Services

1. Casework

Casework is a problem-solving process that takes into account not only the current crisis itself but the cultural situation that

may have contributed to it, and the individual's basic personality that colors his responses in the problem area. Casework uses the assessment of these factors, a knowledge of human growth and development, the community resources, and a professional relationship to help the student formulate and implement a plan that will allow him to deal with his problems. The therapeutic value of casework grows out of the consciously effected interpersonal interaction of student and social worker in their mutual exploration of causative factors, their assessment of possible solutions, and their joint efforts toward a common goal.

2. Group Work

Another method of attacking problems presented to a school social worker is group work. Basically, the essentials of study, diagnosis, and treatment are the same as those of casework, with the added element based on social work knowledge and skill about the interaction of individuals in groups. The benefits usually gained through the one-to-one relationship with the caseworker may be enhanced by goal-directed interaction with a group of peers. Membership of these groups is carefully determined by the social worker and selection is based on the needs of the individual. Parent groups may be formed for group counseling around the problems they are encountering with their children. In some instances the social worker utilizes his group work knowledge and skills as a group leader with parents, school personnel, or citizen groups which are formed for educational purposes.

3. Collaboration

A social worker employed in a school system with other special disciplines, or in a community with a wealth of specialized agencies, has an advantage in that he may employ the team approach in helping the troubled child gain his equilibrium. In collaboration with other professionals such as doctors, nurses, psychologists, guidance counselors and especially with teachers, common goals are formulated for work with the child and his family and the responsibility of each for reaching these goals is determined.

The child or his family may require services appropriately extended by a community-based agency. Because of his knowledge of the community resources, their policies, procedures, and professional working relationships, the school social worker serves as the link between the school with its corps of specialists and the specialized community social agencies. The school social worker may serve as the official representative of the school for mutual community planning with community social agencies.

4. Prevention

The above methods are all effective in a problem solving process; however, school social workers should practice in the preventive field as well as in the rehabilitative aspects of social work. A school is an excellent place to identify and assess the unmet needs of children. An important area of social work responsibility is interpreting gaps in service to community groups, arousing their creative powers in planning ways to fill the gaps, and

enlisting both public and private agencies and legislative groups to effect plans which are proposed by the community groups. School social workers may participate in social action activities which help to stimulate public attention and action on development or expansion of needed services. Thoughtful participation in community social action activities has proven to many that the total community benefits by expansion of school offerings. With the burgeoning of public programs under federal leadership and the rapid expansion of school opportunities, the professional knowledge of social workers is an important resource to curriculum committees and other groups formulating new services and policies within the school.

B. Consultation Service

The consultative role of the school social worker can add a great deal to the optimum functioning of other members of the school staff. Although no direct services to children are involved, social work expertise may be sought formally or informally by teacher, principal, or other personnel to lend additional knowledge and perspective to situations for which the social worker is not responsible. A more formal social work consultative assignment may be arranged by the inclusion of social workers in staff development activities. Social workers can be used to help develop and lead inservice workshops, discussion groups, and programs for the defined purpose of improving staff understanding of the behavior of students and/or the impact of the social environment on the student's adjustment to the program of the school. School staff knowledge and functioning is increased when social workers can join teachers, school administrative

officials and other school specialists in case conferences about students requiring individualized special services. Provision for staff conferences on a systematic basis is strongly encouraged.

VI. ADMINISTRATION-SUPERVISION-CONSULTATION

A. Professional Social Worker Supervision

Professional supervision is one of the methods used by social workers to develop, expand, and improve their base of knowledge and skills essential to fulfilling their various social work assignments. It assures the maintenance of standards and the implementation of the plans, purposes, and objectives for which the agency exists. It is one of several means through which the worker is held accountable for his practice, and helps achieve a sense of agency identity and accomplishment. It is an enabling process which gives strength and authority to the social worker as he carries a defined agency role.

The degree of frequency and depth of supervision is dependent upon the professional maturity and established performance of the school social worker. Inexperienced social workers usually require weekly supervisory conferences. As competency and maturity are attained, supervision is tailored to meet the needs of the worker. The National Association of Social Workers, as the professional standard-setting organization for social workers, recommends two years of consistent professional social work supervision after receipt of the professional social worker degree. Professional supervision is <u>always</u> provided by a professional social worker who has demonstrated the potential or the competency for teaching and assisting a fellow

worker in his performance of social work tasks. An inexperienced worker recently graduated from a school of social work should be provided professional supervision and, therefore, should not generally be assigned a supervisory role.

It is highly desirable to recruit an experienced social worker when developing a new program of school social work. If the newly established department consists of more than one social worker, only one should carry administrative authority.

As with other specialized services, school social work services should be organized on a departmental level with a director who is responsible to an assigned administrator of the school system. All school social workers, including persons without a professional master's degree in social work, should be responsible to the director of the social work department. Sub-professional workers should receive their task assignments and supervision directly from the professional social worker.

The director of the department of school social work plans, organizes and coordinates the school social work program under the general direction of the designated school system administrator and in consultation with the heads of other departments of special services. Joint and continuous planning is a consistent objective in furthering the educational mission of the school system.

The supervision of eight to ten school social workers is usually considered to be a full-time supervisory position. If the school social workers carry caseloads which require especially intensive

or extensive supervision, or include personnel without professional social work education, the normal supervisory load should be proportionately reduced. When the supervisor is also the director of the department or assumes other administrative responsibility, the number of school social workers supervised is reduced proportionately. Sometimes supervision, administration, and service are combined in one assignment. In such a situation the assignment must be balanced in a way which allows each part of the assignment to be implemented fully.

B. Supervision of Other Personnel

A new dimension in the field of school social work is the use of the person at a bachelor's degree level who functions in selected social work areas under close supervision of the professionally prepared social worker. These individuals have proven to function effectively and at the same time release professional energies for tasks which require more highly developed knowledge and skills. A further extension of the use of individuals with personal qualities which enable them to help others is the utilization of persons indigenious to concentrated problem areas. These individuals are particularly effective for they often have cultural, social, and economic ties, and are acceptable to their communities. They provide a crucial link to the social worker and his attempts to serve a problem area. In both cases, the functioning of these personnel must be integrated into the existing school program and supervised by the professionally educated social worker within the schools utilizing their services.

C. Responsibility for Social Work Education

Students in schools of social work undertake a period of practice in the field as a part of their professional education. In order that prospective social workers may be prepared for school social work positions, the local school districts bear a responsibility to provide opportunities for students to practice in the schools as a field course experience. Other contributions to social work education include the preparation of articles for professional journals, participation in research endeavors, and the presentation of speeches.

D. Professional Consultation

The social worker not only performs a consultative service but may also find himself in the position of seeking this service for his own professional growth. Consultation is a process whereby the best thinking of a professional is brought to bear on a specific case, problem situation, or program for which he does not carry professional responsibility. This consultation may be procured from many disciplines within the school and community. Such resources as public, private, local and state, social and psychiatric agencies may be called upon. A procedure for this process might be to present, formally, complete case material to a group comprised of several professional disciplines or it might be as simple as a brief informal conference around a particular form of behavior with a peer colleague. For the person who functions as the single social worker in a program, consultation offers knowledgeable support to his professionally isolated efforts.

The focus for the social worker seeking consultation is always on gaining heightened knowledge and perspective as he considers the best ways to fulfill his responsibilities. The mature competent social worker enriches the quality of his practice through this process.

E. Professional Accountability

The professional social worker is held accountable to the policies and procedures of the school system in which he functions and to the standards held by his profession. His performance is examined through a variety of ways: professional supervision, recording, ongoing conferences with administrators, and monthly and annual reports which evaluate and summarize the total services and activities of the school social work department.

F. Reporting

A system of monthly and annual statistical and narrative reports effectively provide an overview of the school social work program. This permits a self-evaluation for the worker as well as an evaluation of the program; it points up the accomplishment of stated objectives and delineates gaps and needed services. Further, the reporting requirements of the State Department of Public Instruction are met. It is an essential planning tool with meaningful potential as an interpretive and educational device for administrators and boards. This reporting method is ideal for use in the total community, yet insures confidentiality. (See Appendix B for sample report form.)

VII. PERSONNEL STANDARDS

A. Qualifications

The Wisconsin State Department of Public Instruction and the professional social work organization have determined that the basic professional education requirement for the practice of social workers in the school is a master's degree in social work from a school of social work accredited by the Council on Social Work Education. Wisconsin's administrative policy code spells out certain other experience and training requirements for full certification. (See Appendix A.)

In addition to meeting certification standards, the school social worker should possess: personal attributes which facilitate communication, collaboration, and shared responsibility in a multidisciplinary setting; a strong conviction about the positive values of school and the educational process; desire and ability to work with adults and children; and a commitment to social work ethics.

B. Policies

In general, personnel practices for school social workers should be in accord with the basic policy of the school system or district. Position descriptions, including qualifications, statement of sanctioned responsibilities, and salary scale, should be in written form and available to staff or candidates. Procedures for appointments, terminations, evaluations, and promotions should also be clearly written. There should be a specified procedure leading to administrative review of personnel dissatisfactions, policy conflicts,

and problems related to professional functioning. A handbook descriptive of personnel practice for all categories of school personnel is imperative.

In addition to selection of staff by the director of the department of school social work, recommendations on promotions, transfers, terminations, increments in salary, and evaluations of performance as well as evaluation of experience and educational qualifications of candidates for employment should be his responsibility. Eligibility for retirement, tenure, and other fringe benefits offered by the school district should be made available to school social workers.

APPENDIX A

STATE SUPPORT PROGRAM GUIDELINES FOR SCHOOL SOCIAL WORKERS

Introduction

Pursuant to Sections 41.01 (1), (2), (3) and Section 41.03 (1), (3) of the Wisconsin Statutes (1965) the State Department of Public Instruction is authorized to reimburse school districts, County Handicapped Children's Education Boards, and Cooperative Educational Service Agencies for the services of full time senior school social workers upon review by and with the approval of the State Superintendent. The present State Support Program has been established to provide a 70% reimbursement for the approved salaries of senior school social workers. In order to qualify for this reimbursement, the school district shall meet the following criteria.

A. Certification Criteria:

1. The social worker must hold a current certificate to function as a senior school social worker in Wisconsin.

2. Clarification of certification status is to be directed to the Division of Teacher Education, Certification-Section, State Department of Public Instruction.

B. Program Criteria:

1. Individual school districts with enrollments of more than 1500 students will be eligible for participation in this state support program. Additional senior school social workers may be funded under this program for each additional 1500 pupils enrolled. School Districts with less than 1500 students may apply to the State Department of Public Instruction for reimbursement of senior school social workers when a demonstrated need exists and approval has been given by the State Superintendent.

2. County Handicapped Children's Education Boards, Cooperative Educational Service Agencies, and combinations of local school districts (Section 66.30) meeting the minimum requirements set forth in B - 1 above are eligible to participate.

3. Participation in this State Support Program is further contingent upon:

   a. An annual preliminary plan of service to the Department of Public Instruction which includes evidence of system wide school social work services to all children.

   b. An annual report to the Department at the close of the school year which includes certification that the school social work services performed were in compliance with the approved preliminary plan of service.

   c. Conformity to school social work practices as approved by the State Superintendent.

C. Salary Criteria:

The basic intent of State legislation in this area was to stimulate school districts to employ qualified, and experienced pupil personnel staff, and in this instance, senior school social workers. State Support inherent in this sum sufficient appropriation entails obligations of efficient and reasonable disbursement of earmarked funds by the state agency responsible for the administration of this program. This obligation further suggests the need for establishment of suggested salary ranges in recognizing district, CHCEB, or CESA claims. Establishment of salary ranges will prevent unreasonable claims being submitted, and in turn will assure the maintenance of staff morale.

1. One suggested guideline for setting salary schedules for senior school social workers is indicated by reference to the schedules established for professional positions with comparable training and experience requirements.

2. Currently the salary range for senior school social workers is approximately $8,500 to $12,000 depending upon qualifications, breadth of education, experience level, and length of the employment year. The maximum salary for senior school social workers currently eligible for reimbursement under this program is $12,000, but this maximum is subject to annual review. In school districts where salary schedules are established for leadership personnel, this maximum may be exceeded upon review of supportive evidence by the State Superintendent or his designated representatives. The State Superintendent reserves final discretionary authority in each individual case considered.

D. Administrative Aspects:

1. Prospective participants in this state support program will submit Form DPI-ISD 11, Annual Plan for School Social Work Services for the coming year to the Department of Public Instruction by August 1 of each year.

2. Form ISD 11 must be approved in writing by the State Superintendent. If this Form is approved, Form DPI-ISD 12, Annual Report of Expenditures for School Social Work Services should be filed with the Department by July 15 of each year for the preceding school year.

3. Prospective participants in this State Support Program will need to designate on the appropriate forms other sources of federal and state funds which finance in full or part the services of the senior school social workers applied for under this program (e.g., ESEA of 1965, NDEA, VEA or VRA programs.)

4. In addition to the above mentioned forms to be submitted by the school administrator each school social worker employed through the State Support Program will submit an annual statistical report (Form ISD 13) to the Department by July 15 of each year for the preceding school year.

5. For purposes of this program communications should be directed to the State Consultant for School Social Work, Division of Instructional Services, State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703.

September 15, 1967 - Richard M. Staples
State Consultant for School Social Work

Certification Standards
for
School Social Workers
in the
State of Wisconsin

School Social Worker

1. Junior school social worker. Eighteen semester hours of professional education or its equivalent is basic. One year satisfactorily completed in an approved school of social work at the graduate level is required. The state superintendent may issue temporary certification to applicants with deficiencies either in social work or education. Such deficiencies must be removed at the minimum rate of 6 semester hours per year. There shall be no life certificate at the junior school social worker level. All persons who qualify as junior school social workers after June 30, 1964, must reach senior school social worker status before any form of renewal license may be given.

2. Senior school social worker. Eighteen semester hours of professional education or its equivalent. A master's degree in social work taken in an approved school of social work. A minimum of 3 years experience in a recognized social agency working with children and youth or performance of the work of a school social worker for 3 years. Credits obtained in the social work course that the school's department of education will accept as equivalent to professional education will be accepted toward a license to teach in 1 and 2. The state superintender may also determine equivalency.

Wisconsin Statutes Pertinent to the

State Support Program

41.01 Schools for handicapped children. (1) Upon application by a district board of any school district, any co-operative educational service agency, the board of education of any city, or the handicapped children's education board of any county upon authorization of the county board, the state superintendent may upon the basis of need and the availability of sufficient funds authorize such co-operative educational service agency, school district board, board of education or county handicapped children's education board to establish, maintain and discontinue classes, to employ qualified full-time senior co-ordinators of special education, senior school social workers and school psychologists, and provide special physical and occupational therapy services and instructional centers for each of the various types of handicapped children, including special classes and instructional centers for mentally handicapped children have an intelligence quotient of 35 to 50.

(2) The courses, qualifications of teachers, co-ordinators, school psychologists, and social workers and plan of organizing and maintaining such schools, classes and services shall comply with such requirements as are outlined by the state superintendent of public instruction.

(3) The school board, handicapped children's education board, co-operative educational service agency board of control, or board of education maintaining such schools and classes, through its secretary or other executive officer, shall report annually to the state superintendent, or oftener, if he so directs, such facts relative to such schools, classes or consultive and supervisory services for special education as he requires. Such report shall include, among other things, the number of pupils instructed or provided service by co-ordinators, school psychologists, and social workers in each school or class, their residence and the period of time each shall have been instructed or otherwise served during the school year. The treasurer of each of the several boards shall render to the state superintendent annually an itemized statement on oath of all receipts and disbursements on account of such classes and services during the preceding school year.

41.03 State aid for day schools for handicapped children. (1) If upon the receipt of the report provided for in s. 41.01 (3), the state superintendent is satisfied that the school, class, special occupational and physical therapy services, instructional center or service has been maintained during the preceding year in accordance with the statutes, he shall certify to the department of administration in favor of each of the counties, co-operative educational service agencies, and school districts maintaining such schools or classes a sum equal to the amount expended by each board during the preceding year for salaries of qualified personnel, maintenance and transportation of pupils residing within the state and attending such schools or classes, special books and special equipment prepared or designed for instruction in such schools or classes, and such other expenses as are approved by the state superintendent. For co-ordinators, school psychologists and social

workers providing consultive or supervisory services, the state superintendent shall certify a sum equal to 70% of the salaries of such personnel. When transportation is not furnished to nonresident, handicapped children included in this section, by the districts maintaining the special classes, the school districts in which the child resides shall provide transportation for the handicapped children residing therein. When such transportation has been approved in advance by the state superintendent through the bureau for handicapped children, he shall certify the full amounts for such transportation to the department of administration because of such transportation and the department of administration shall thereupon draw its warrant for such full amount in favor of such school district on funds provided for in s. 20.650 (20).

(3) Whenever a co-operative educational service agency performs any service or function defined in ch. 38, 39, or 40 or in ss. 41.01 to 41.03 by contract with a county board of supervisors or any quasi-independent board or agency thereof which operates special schools, classes or services under s. 40.73 or with school districts, or when it contracts to perform services for a county handicapped children's education board, the contract may authorize the co-operative educational service agency to make claim for and receive the state aid for performing the service or function. When a co-operative educational service agency receives such state aid it shall pay over or credit the amount of aid received to the respective county or agency thereof or the school district for which the service or function was performed according to the contract for such service. It shall also transmit a certified copy of the contract containing the authority to collect state aid to the state department of public instruction.

66.30 Co-operation between municipalities and between school districts and university. (1) "Municipality" as used herein includes the state or any department or agency thereof, or any city, village, town, county, school district or regional planning commission.

(2) Any municipality may contract with another municipality or municipalities or the state or any department or agency thereof for the receipt or furnishing of services or the joint exercise of any power or duty required or authorized by statute.

(2m) (a) The university may furnish, and school districts may accept, services for educational study and research projects and they may enter into contracts under this section for that purpose.

(b) A group of school boards, boards of education or boards of school directors, if so authorized by each board, may form a nonprofit-sharing corporation to contract with the state or university for the furnishing of the services specified in par. (a).

(c) The corporation shall be organized under ch. 181 and shall have the powers there applicable. Members of the boards specified in par. (b) may serve as incorporators, directors and officers of the corporation.

(d) The property of the corporation shall be exempt from taxation.

(e) The corporation may receive gifts and grants and be subject to their use, control and investment as provided in s. 40.301, and the transfer of the property to the corporation shall be exempt from income, inheritance, estate and gift taxes.

(3) Any such contract may provide a plan for administration of the function or project, which may include, without limitation because of enumeration, provisions as to proration of the expenses involved, deposit and disbursement of funds appropriated, submission and approval of budgets, creation of a commission, selection and removal of commissioners, formation and letting of contracts.

(3m) A commission created by contract under sub. (2) may finance the acquisition, development, remodeling, construction and equipment of land, buildings and facilities for regional projects under s. 66.066. Participating municipalities acting jointly or separately may finance such projects, or an agreed share of the cost thereof, under ch. 67.

(3n) No commission created by contract under s. 66.30 is authorized, directly or indirectly, to acquire, construct or lease facilities used or useful in the business of a public utility engaged in production, transmission, delivery or furnishing of heat, light, power, natural gas or communications service, by any method except those set forth under ch. 66, 196, 197 or 198.

(3p) The authority now or hereafter conferred by law on commissions created by contract under this section shall not include the right, power or authority to establish, lay out, construct, improve, discontinue, relocate, widen or maintain any road or highway outside the corporate limits of a village or city or to acquire lands for such purposes except upon approval of the state highway commission and the county board of the county wherein such road is to be located.

(4) Any such contract may bind the contracting parties for the length of time specified therein.

APPENDIX B

REQUIRED FORMS

As mentioned in the State Support Guidelines, school social workers employed under state funds must submit an annual report to the State Department of Public Instruction. A copy of the form and an interpretation is included here for your information. A sample of a monthly statistical form, which does not need to be submitted to the Department, is included as an example of a tool that could be used in completing the annual report.

1. CURRENT ACTIVE PUPIL CASELOAD...When the social worker plans to begin continued contact with a child, and/or adults, and/or community persons or agencies, concerning "a" child's problem; this is defined as a "case" and should be counted statistically. The current active caseload are those cases with whom the social worker is actively working or those which are pending decisions regarding action.

2. TOTAL PUPIL CASES SERVED SO FAR THIS YEAR...This should reflect the count of all "cases" officially opened to this date in this year (some may be closed and inactive presently but will be recorded here.) Cases recorded here will be counted each month until the end of this statistical reporting period.

3. REFERRAL SOURCE...Only new referrals received during current month (those which have been statistically opened as "cases") will be recorded. (Others have already been recorded.)

4. CHILD-CENTER INTERVIEWS...What is recorded here has nothing to do with a "case" being officially opened and carried as a regular part of social workers caseload. The exchange of significant data (Field-Phone-Home-School or any other place) is considered an interview. No differentiation is made regarding time (a two minute meaningful focused interchange or a two hour session is considered one interview.) Case work interviewing means interchange regarding "a" particular child or problem of "a" child when the school social worker is assuming the major responsibility in working with the child and his problems. Consultation interview is defined as an interchange of professional knowledge, advice or counsel which will enable the consultee to function in a more effective manner within the framework of his own professional or technical capacity in a specific situation. Consultation is an enabling process which gives service to the consultee who continues to carry direct responsibility for action. (You cannot have a consultation with a child, parent or other adults who do not serve in a professional or technical capacity.)

Pupils means students attending school or those who have attended school under the age of 21 years. Parents/Guardians means the adult person who is responsible for the child who is attending school. Principal is that person who has administrative responsibility for the building in which the school worker is practicing. Teachers shall apply when teaching is the primary responsibility within the school district. Other school personnel means all others within the school (i.e. Superintendent, Nurse, Maintenance, etc.) Community Personnel means all those in the community not specified above (i.e. agency personnel, professionsals, technicians, relatives and other than parents, etc.)

5. GROUP SESSIONS...This is defined as two or more pupils who are involved together in a group, oriented toward the problem solving process. The individuals involved are attempting to gain understanding of themselves and motivated toward better ways of functioning through group participation. As above, parents as a group involved in a problem solving process, should be recorded here. The parents are attempting to understand themselves and are searching for better ways of functioning as individuals through group participation.

6. FAMILY SESSIONS...When members of the primary or extended (grandparents, aunts, uncles, cousins, etc.) family unit are interviewed in a conjoint session are for members to gain understanding of their functioning within, and as related to, family interaction; with the goal of improved family functioning. These sessions may, or may not, include the children of the family.

7. CLASSROOM OBSERVATIONS...The observations recorded here refer to instances in which the social worker observes a child's behavior in class, activity, playground or elsewhere.

8. CASE CONFERENCES...Recorded in this section are those situations in which the social worker confers with more than one other professional or technical person (either in school or outside of school) regarding an individual situation or problem of a child. Often these maybe defined as staffings.

9. OTHER INTERVIEWS INHERENT TO JOB...Recorded here are all instances where the social worker has contact with persons (school, community, etc.) other than in connection with individual pupil (casework interview) or exchange of professional knowledge (consultation interview). The focus of these interviews are primarily in connection with interpretation of job function, school policies, etc.

10. GROUP MEETINGS ATTENDED...All "general" group meetings such as building staff, PTA, administrative, institutes, lectures, workshops, social work groups, teachers committees, NASW, CEC, etc., which the social worker attends should be recorded here. Again, no differentiation is made between a fifteen minute building staff meeting and/or a two day workshop.

11. GROUP PARTICIPATION...Instances in which the social worker has a "major" responsibility for presentation or planning, should be recorded in this section. Situations such as panel participation, job interpretation to a group, speeches and other similar situations are recorded here.

12. WRITTEN REPORTS-LETTERS...Case recording should not be reflected in this item. It is expected that all "cases" opened and other brief services will be reported in the record so there is no need to count these statistically. Neither should letters for appointments or other routine writing be recorded in this item. Written reports to outside agencies (summaries to Family Agencies, Mental Health Clinics, etc.) newspaper articles, written material for interpretation of school social work, annual reports, board reports, etc., are appropriately reported in this section.

ANNUAL STATISTICAL REPORT

This report reflects all monthly reporting, as well as, a total for the entire school year in each section. The school year is defined as starting in July and ending in June of each school year.

PI-IS-13

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION
126 Langdon Street
Madison, Wisconsin

Annual Report of School Social Work Services

NAME _____ SCHOOL DISTRICT _____ YEAR _____
Last First Middle Initial

	1 Case Load	2 Total Cases	REFERRAL 3-A School K-3	3-A School 4-6	3-A School 7-8	3-A School 9-12	3-B Self K-3	3-B Self 4-6	3-B Self 7-8	3-B Self 9-12	3-C Parent K-3	3-C Parent 4-6	3-C Parent 7-8	3-C Parent 9-12	3-D Community K-3	3-D Community 4-6	3-D Community 7-8	3-D Community 9-12
July																		
August																		
September																		
October																		
November																		
December																		
January																		
February																		
March																		
April																		
May																		
June																		
TOTAL																		

NAME_____ SCHOOL DISTRICT_____ YEAR_____
Last First Middle Initial

Page 2	4-CHILD CENTERED INTERVIEWS										5	6	7	8	9	10	11	12
	A Pup. CW	B Pts. CW	C Prin. CW	C Prin. Con.	D Teach. CW	D Teach. Con.	E Oth.Sch. CW	E Oth.Sch. Con.	F Comm. CW	F Comm. Con.	Group Int. Pup.	Group Ses. Pts.	Fam. Gp. Ses.	Cls. Rm. Obv.	Cs. Conf.	Oth. Int. Job	Gp. Met. Att.	Gp. Part.	Writ.
July																			
August																			
September																			
October																			
November																			
December																			
January																			
February																			
March																			
April																			
May																			
June																			
TOTAL																			

(To be submitted to the State Consultant for School Social Work by July 15 following the close of the school year.)

MONTHLY STATISTICAL REPORT

NAME _____ SCHOOL & NUMBER _____ MONTH _____
Last First School Number

1. CURRENT ACTIVE CASELOAD ..... _____

2. TOTAL PUPIL CASES SERVED SO FAR THIS YEAR ..... _____

3. REFERRAL SOURCE

	K-3	4-6	7-8	9-12
A. School Personnel				
B. Self				
C. Parent/Guardian				
D. Community Services				

4. CHILD CENTERED INTERVIEWS

A. Pupils ..... Casework _____
B. Parent/Guardian ..... Casework _____
C. Principals ..... Casework _____
Consultation _____
D. Teachers ..... Casework _____
Consultation _____
E. Other School Personnel ..... Casework _____
Consultation _____
F. Community Personnel ..... Casework _____
Consultation _____

5. GROUP INTERVIEW SESSIONS ..... Pupil _____
Parents _____

6. FAMILY GROUP SESSIONS ..... _____

7. CLASSROOM OBSERVATIONS ..... _____

8. CASE CONFERENCES ..... _____

9. OTHER INTERVIEWS INHERENT TO JOB ..... _____

10. GROUP MEETINGS ATTENDED ..... _____

11. GROUP PARTICIPATIONS ..... _____

12. WRITTEN REPORTS - LETTERS ..... _____

APPENDIX C

FORMS

Forms presented here are only suggested ones. Variations may be necessary to adapt to local situations.

SCHOOL SOCIAL WORK REFERRAL

Fill out in duplicate and send with cumulative folder to principal for signature. Principal will retain one copy and send the other to the school social worker.

Name_____Birthdate_____School_____Grade_____

Parents_____Address_____Tel._____

Parental Consent Obtained_____Teacher/Advisor_____

Reason for Referral:

Principal's Comments:

O.K. by Principal_____ Referred by_____

Date_____ Position_____

Add further comments on reverse Date_____

FACE SHEET

NAME:	School	Country of Birth	Date of Birth Mo. Da. Yr.
Last First			

Residence:	Telephone:	Special School Information

Date	Grade	School	Date	Grade	School	Date	Grade	School

Parents or Guardian

Name: Last First	Deceased	Age	Place of Birth	Citizen	Religion	Mar. Status	Occ.
Father							
Mother							
Other (designate)							

Other Children in Family

Name in order of birth	Deceased	Sex	Date of Birth	School & Grade	Occ.

Others in Household

Full Name	Relationship	Occupation

Referred by:_____

Date_____

Name_____

Position_____

Date Case Closed:_____ Reopened:_____

Closed:_____ Reopened:_____ Closed:_____

APPENDIX D

National Association of Social Workers

Code of Ethics

Social work is based on humanitarian, democratic ideals. Professional social workers are dedicated to service for the welfare of mankind; to the disciplined use of a recognized body of knowledge about human beings and their interactions; and to the marshalling of community resources to promote the well-being of all without discrimination. Social work practice is a public trust that requires of its practitioners integrity, compassion, belief in the dignity and worth of human beings, respect for individual differences, a commitment to service, and a dedication to truth. It requires mastery of a body of knowledge and skill gained through professional education and experience. It requires also recognition of the limitations of present knowledge and skill and of the services we are now equipped to give. The end sought is the performance of a service with integrity and competence. Each member of the profession carries responsibility to maintain and improve social work service; constantly to examine, use, and increase the knowledge upon which practice and social policy are based; and to develop further the philosophy and skills of the profession. This Code of Ethics embodies certain standards of behavior for the social worker in his professional relationships with those he serves, with his colleagues, with his employing agency, with other professions, and with the community. In abiding by the Code, the social worker views his obligations in as wide a context as the situation requires, takes all of the principles into consideration, and chooses a course of action consistent with the Code's spirit and intent.

AS A MEMBER OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS I COMMIT MYSELF TO CONDUCT MY PROFESSIONAL RELATIONSHIPS IN ACCORD WITH THE CODE AND SUBSCRIBE TO THE FOLLOWING STATEMENTS:

I regard as my primary obligation the welfare of the individual or group served, which includes action for improving social conditions.

I give precedence to my professional responsibility over my personal interests. I hold myself responsible for the quality and extent of the service I perform. I respect the privacy of the people I serve.

I use in a responsible manner information gained in professional relationships. I treat with respect the findings, views, and actions of colleagues and use appropriate channels to express judgment on these matters.

I practice social work within the recognized knowledge and competence of the profession. I recognize my professional responsibility to add my ideas and findings to the body of social work knowledge and practice.

I accept responsibility to help protect the community against unethical practice by any individuals or organizations engaged in social welfare activities. I stand ready to give appropriate professional service in public emergencies.

I distinguish clearly, in public, between my statements and actions as an individual and as a representative of an organization. I support the principle that professional practice requires professional education.

I accept responsibility for working toward the creation and maintenance of conditions within agencies which enable social workers to conduct themselves in keeping with this Code.

I contribute my knowledge, skills, and support to programs of human welfare.